

**THE YOUNG AND OLD PEOPLE'S JOY TO THE NATURE'S BEAUTY  
REFLECTED IN WILLIAM BLAKE'S POEM *THE ECHOING GREEN***

Thesis:

A Partial Fulfillment of the Requirements for Strata-1 Degree in  
English Department

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**Validation**

The writer truly declares that this thesis written without taking other research materials or results for a degree or diploma at a university, and the writer also ascertains that this thesis does not include materials from other publication or someone's writing, except those that have been mentioned in bibliography.

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**Motto**

- *You can if you think you can* (by George Reeves)
- *Seek the wisdom of the ages, but look at the world through the eyes of a child* (by Ron Wild)
- *Yesterday's the past, tomorrow's the future, but today is a gift. That's why it's called the present* (by Bil Keane)

## **Dedication**

I dedicate my thesis to MY BELOVED PARENTS

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The writer,

Ana Widuri Puspitasari

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## ABSTRACT

Puisi merupakan salah satu bentuk karya sastra. Puisi adalah pernyataan perasaan secara imajinatif, yaitu perasaan yang dihayalkan. Seorang penulis puisi disebut penyair. Dalam penulisan sebuah puisi seorang penyair sangat mempertimbangkan beberapa faktor penting yang mempengaruhi isi puisi tersebut, seperti menggunakan bahasa kiasan, dan pencitraan. Kedua faktor tersebut disusun secara artistik (misalnya selaras, seimbang, pemilihan kata-katanya tepat, dan sebagainya), dan bahasanya penuh perasaan, serta seirama.

Dalam kesempatan penulisan skripsi ini, penulis mengkaji sebuah puisi karya William Blake. Penulis mengambil judul skripsi ini adalah "*The Young and Old People's Joy to the Nature's Beauty reflected in The Echoing Green by William Blake*". Adapun tujuan dari penulisan ini adalah untuk memaparkan keindahan alam yang tercermin ketika musim semi tiba. Dalam puisi ini disebutkan bahwa anak muda dan orang tua ikut bergembira menyambut datangnya musim semi. Mereka terlihat sangat menikmati keindahan alam pada saat itu. Puisi ini berada di jaman Romantis. Pada periode ini banyak penyair yang menciptakan puisi mereka berkenaan dengan keindahan alam. Salah satunya yaitu William Blake. Dalam puisi *The Echoing Green* ini, Blake sangat memperhatikan keselarasan kata pada setiap baris yang tidak hanya menciptakan bunyi yang sama tapi juga menciptakan rima yang indah.

Penulis menggunakan metode pendekatan intrinsik dan ekstrinsik dalam penulisan skripsi ini. Metode intrinsik berguna untuk menjelaskan unsur-unsur yang berada didalam puisi tersebut, seperti diksi yang terbagi menjadi dua bagian, yaitu denotasi dan konotasi, majas, serta pencitraan. Sedangkan pendekatan ekstrinsik yaitu menjelaskan tentang unsur-unsur yang berada diluar dari puisi tersebut. Misalnya, mengenai biografi penyair yang turut mempengaruhi puisinya, unsur kesejarahan, atau unsur historis yang menggambarkan keadaan zaman pada saat itu. Dengan adanya dua metode pendekatan tersebut, maka makna yang terkandung dalam puisi tersebut akan tergambar dengan jelas.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Rene Wellek and Austin Warren explain in *Theory of Literature*, that “*literature is creative, an art*” (1977:15). In general, *literature* is used to describe anything from creative writing to more technical or scientific works, but the term is most commonly used to refer to works of the creative imagination, including works of poetry, drama, fiction, and nonfiction. Literature represents to a language or a people: culture and tradition. Nevertheless, literature is more important than just a historical or cultural artifact.

Literature introduces us to new worlds of experience. We learn about books and literature; we enjoy the comedies and the tragedies of poems, stories, and plays; and we may even grow and develop through our literary journey with books. Finally, we may discover meaning in literature by looking at what the author says and how he/she says it. We may interpret the author's message. Literature is important to us because it speaks to us, it is universal, and it affects us.

In this analysis, the writer was choosing poetry as the subject. Perrine (1969:3) says in *The Third edition of Sound and Sense: An Introduction to Poetry*, “*Poetry is as universal as language and almost as ancient*”. In former times many people, both farmers and governments, under circles of the society, have used and processed it. Poetry at that time was very much regarded and delighted because it is related to man's existence. So, the poet can express their feeling by poems which contain a unique value and full of the realize life,

Wordsworth's phrase in *To Read Poetry* (in Donald Hall, 1928: vii) defined poetry as “*the spontaneous overflow of powerful feelings*” and said that “*it takes its origin from emotion recollected in tranquility*”. This definition comes from an idea of the poet's creative process. The creative process begins directly from a personal experience of the poet. When someone has a memorable experience, he/she sometimes express it by writing and it is composed with meaningful and beautiful word. It can be possibly said that poetry is a string of words that appears in its natural manner and at the same time delivers certain experience that resembles what the poetry stands for. The language of poetry aims at several dimension that it can cover. It has a huge reach of bounding in managing people's affairs. The performance of words in the poem may largely suggest other meaning or intention than the literal meaning that readers could catch. The language of poetry takes a process to figure out what a poem says.

In this thesis the writer will analyze diction including denotation and connotation, figurative language such as symbol and personification, and also imagery used by William Blake's poems, *The Echoing Green*. The writer chooses Blake's poem *The Echoing Green* because this poem is a beautiful poem bringing forth the reality of life. And it express how everything in the world not only begins with cheerful start but also has to end, whether the day or the life of a person. Based on that reason, the writers feel interest to analyze this poem.

#### B. Purposes of the Study

To realize and recognize the implicit meaning in a poem, the purposes of the study are very helpful for the writer. At this point, there are three main purposes of this study:

1. to understand and to get deeper explanation about the meaning of *The Echoing Green*, the poetics elements such as diction, figurative language, and imagery by applying intrinsic approach.



2. to reveal the characteristics in the Romantic Period. Therefore, after analyzing *The Echoing Green*, the writer expects that it really reflects the Romantic Period characteristics especially concerning the nature.
3. to explain how the young and old people joy to the nature's beauty reflected in *The Echoing Green* by William Blake.

### **C. Scope of the Study**

It is important to make the limitation of this analysis. This limitation will help the writer in focusing the analysis in the purpose of the study. To limit the subject of the study, the writer will analyze diction including denotation and connotation, figurative language such as symbol, and personification, and also imagery in *The Echoing Green* written by William Blake. While from extrinsic side, this analysis will explain how the young and old people's joy and appreciate the nature's beauty in the springtime.

### **D. Research Method**

In order to make this analysis is going smoothly, it is need a good plan of research method. Based on *Oxford Advanced Learner's Pocket Dictionary*, Hornby says that "*method is way of doing something or quality of being well planned and organized*". Research method that is used in this analysis is library research. As Wellek and Warren , (1977:58) states in *The Third of Theory of Literature* states that "*since the majority of students can find their source materials in libraries, knowledge of the most important libraries, and familiarity with their catalogues as well as other reference books, is undoubtedly, in many ways, an important equipment of almost every student in literature.*"

In this study the writer employs two research approaches, intrinsic and extrinsic approaches. Intrinsic approach is a theoretical approach which will be applied in a literary work. A literary work, in this case poetry, the writer will analyze diction, figurative language, and imagery in *The Echoing Green* written by William Blake, by using the intrinsic approach. On the other side, the writer also uses the extrinsic approach to analyze this poem. Extrinsic approach is defined as an approach by analyzing implicit meaning in a literary work without observing the intrinsic elements. The extrinsic approach in Blake's poem *The Echoing Green* is told about nature. The extrinsic in this analysis will explain about how the young and old people joy and appreciate of nature's beauty reflected in *The Echoing Green* written by William Blake.

A sure moment in a certain period can inspire a poet for making literary works. In producing poem, a poet usually can not liberate from his circle situation or his experience which is according to his imagination. That matter can be seen in *The Echoing Green* by William Blake. Blake is influenced by the condition in Romantic Period. It can be examined from his poems which reflect the characteristics of Romantic Period.

### **E. Writing Organization**

This thesis consists of five main chapters, which are divided into some sub-chapters.

#### **CHAPTER I**

#### **INTRODUCTION**

This chapter tells Background of the Study, Purposes of the Study, Scope of the Study, Research Method, and Writing Organization.

## **CHAPTER II BIOGRAPHY OF THE POET, POEM, AND TRANSLATION**

The second chapter is the biography of William Blake, his poem *The Echoing Green*, and translation. The biography can help the analysis and the understanding of the poem.

## **CHAPTER III LITERARY REVIEW**

Literary review discusses the theories and references used in analyzing the intrinsic elements, such as diction, figurative languages, and imagery of *The Echoing Green*. In the other hand, the extrinsic element consists of the Romantic Period, the characteristics of Romantic Period and also the characteristic of the young and old people.

## **CHAPTER IV DISCUSSION**

Chapter IV is the main chapter because the discussion of the intrinsic elements such as diction, figurative languages, imagery and also The Young and Old People's Joy to the Nature's Beauty Reflected in *The Echoing Green* by William Blake.

## **CHAPTER V CONCLUSION**

Chapter V is the last chapter that contains the summary of main points of Chapter IV, which answer the problems explained in Chapter I.

## **BIBLIOGRAPHY**

## CHAPTER II

### BIOGRAPHY OF THE POET, POEM, AND PARAPHRASE

#### A. Biography of William Blake

William Blake was born on November 28, 1757 in Soho in London; he had a grounded and happy upbringing. Although always a well read and intelligent man, Blake left school at the early age of ten to attend the Henry Pars Drawing Academy for five years. The artists he admired as a child such as Raphael, Michelangelo, Giulio, Romano and Dürer.

He started writing poetry at the age of twelve and in 1783 his friends paid for his first collection of verses to be printed, which was entitled "*Poetical Sketches*" and was seen as a major poetical event of the 18th century. Despite his obvious talents as a poet, his official profession was as an engraver because he could not afford to do a painter's apprenticeship and therefore began his apprenticeship with the engraver James Basire in 1772. After completing his apprenticeship six years later, he joined the Royal Academy of Art. At this point his art and engraving remained separated – he wrote and drew for pleasure and simply engraved to earn a living.

William Blake was the most independent and the most original of the early Romantic poets of the eighteenth century. He started writing poems when he was only a child. He is one of the true great Romantic poets. Then he seemed to be mainly inspired by Elizabethan song-writers. Later he appeared to no other voice except that of his own mystic soul. Indeed, Blake was a mystic, a visionary. As a child he had visions of God and the angels looking in at the window. When his little brother was dead, he saw that angels were zooming down to fetch him. As a man he had visits from the soul of the great poets of the past: Homer, Virgil, Dante, Milton.

Blake married Catherine Boucher at the age of 25, and she worked with him on most of his artistic creations. Together they published his first illuminated book, '*Songs of Innocence*' in 1788. Blake wanted to take his poetry beyond being just words on a page and felt they needed to be illustrated to create his desired effect. Shortly after he completed '*The Book of Thel*' and from 1790-3, '*The Marriage of Heaven and Hell*', which followed on from his significant Prophetic books. These books were a collection of writings on his philosophical ideas and although they nothing to do with his poetry, it was a sign of his increasing awareness of the social injustices of his time, which led to the completion of his '*Songs of Experience*' in 1794 was followed by Milton (1804-18080, and Jerusalem (1804-1820). The one of Blake's poem was *The Echoing Green*. *The Echoing Green* is was taken from *Song of Innocence* published by William Blake in 1789. The poem talks about merry sounds and images which accompany the children playing outdoors. Then an old man happily remembered when he enjoyed playing with his friends during his own childhood. Blake's expresses in simple and lovely diction the happiness and innocence of a child first thought about.

William Blake died in 1827 and was buried in an unmarked grave at Bunhill Fields, London, England. Blake was a loving and caring soul who was misunderstood by the world, except by a select few. He lived a cheerful and content life of poverty filled with visions and dreams. His last work was said to be a sketch of his wife. Perhaps Blake's life is summed up by his statement that "*the imagination is not a state: it is the human existence itself*".

#### B. Poem

#### *The Echoing Green*

By William Blake (1757-1827)

The sun does arise,  
And make happy the skies;  
The merry bells ring  
To welcome the Spring;  
The skylark and thrush, 5  
*The birds of the bush,*  
Sing louder around  
To the bells' cheerful sound,  
While our sports shall be seen

On the Echoing Green. 10  
*Old John, with white hair,*  
Does laugh away care,  
Sitting under the oak,  
Among the old folk.  
They laugh at our play, 15  
*And soon they all say:*  
"Such, such were the joys,  
When we all, girls and boys,  
In our youth time were seen  
On the Echoing Green". 20  
*Till the little ones, weary,*  
No more can be merry;  
The sun does descend,  
And our sports have an end.  
Round the laps of their mothers 25  
*Many sisters and brothers'*  
Like birds in their nest,  
Are ready for rest,  
And sport no more seen  
On the Darkening Green. 30

### C. Paraphrase

William Blake's poem *The Echoing Green* is a poem attribute towards the life of a person and his different stages of life like birth, life and finally death. It is basically depicts how everything in the world begins with cheerful, whether it's the day or the life of a person. The poem also shows a contrast between the innocence in the beginning and the experience that is gained with gained. It is shows the various phases of a person's life from childhood to old age.

The merry ringing of bells and singing and chirping of the birds represents the joys of childhood and young age when one possesses a lot of energy. After that the old age approach which makes you weary and tired and when old you reminisce about the golden days of youth and its joys. At this age there is a little bit of sadness about everything coming to a near end.

The poem talks about merry sounds and images which accompany the children playing outdoors. In this poem the poet has described a grassy park on a warm day in

late spring. The sun is spreading its golden rays over the earth. Everything glitters with life. The sky is bright and clear. Happy song birds like skylark and thrush are singing in tune with the cheerful sound of the church bells. They welcome the spring with their sweet notes. Then, an old man happily remembers when he enjoyed playing with his friends during his own childhood. Old John and other elderly persons are sitting under the oak tree. They are watching the sports of young boys and girls. They are all laughing and trying to forget their worries. They recall their own childhood and say that they also enjoyed their games on the green field in the same way.

The last stanza ends with the ending the day, the children are going to sleep and the sun is going down on the greens, this poem can also be portrayed as the cycle of the life. It starts with the birth in spring of the little children and then goes on to the middle age with the older people and the middle of the day. The last stanza then moves it into the last section of life-death. As *the sun goes down, on the green* this can be interpreted as being the life finally coming to rest.

## CHAPTER III

### LITERARY REVIEW

#### A. The intrinsic elements

##### 1. Diction

In producing a poem, a poet must be specific to choose the words because he can not make an admirable poem without any good words choice that are composed artfully, beautifully, and carefully. Poetry might be defined as a kind of language that says more and says it more intensely than does ordinary language. That is why like all good writers, poets are keenly aware of diction. According to Kennedy in *the third edition of An Introduction to Fiction, Poetry, and Drama* diction is “a writer’s choice of words” (1978:431).

As Meyer in *the second edition of The Bedford Introduction to Literature* says that “functioning in a compressed atmosphere, the words in a poem must convey meaning gracefully and economically” (1976:522). Poetry is written to represent ideas, objects, and feeling. When a poet wants to express it, it is impossible for him to write his ideas, objects, and feelings with a long sentence. He must summarize and express it with the exact words. So, a poet must be clever to choose and combine the words to become a good and beautiful poem.

In choosing the words, a poet not only chooses them based on their meaning which will be extended but also based on the level of sensation and his internal situation. Intensity of his internal situation is determined of word election. When a poet has sensation of happiness, he will express his feeling by a writing which is full of cheerfulness, merry, and optimism. By good choice of words, it can steer the readers to

carry that words into their imagination. They will also feel and experience what the poet feels and experiences. Finally, the readers can arrest and determine what the poet wants to say.

Word choice or diction becomes the main element in poetry. Diction has function to create meaning. Diction consists of two elements, i.e. denotation and connotation. Denotation and connotation are tools that you can employ to discern the meaning of an unfamiliar term. For a poet, he must understand both the denotation and connotation words and use that understanding to convey for the readers his strict meaning.

#### **a. Denotation**

To go on Kennedy's explanation about denotation is "*a meaning as defined in a dictionary*" (1978:455). On the other hands, the definition of denotation is the definition of a word, apart from the impressions or feelings it creates in the reader.

For example, if the writer look up the word *home* in the dictionary (*Oxford, Advanced Learned Dictionary*), it will discover that one of its denotative meanings is "*is a place where one lives; a residence*".

#### **b. Connotation**

According to Perrine (1969:38) "*the connotations are what it expresses: it overtones of meaning*". On the other hands, connotation is the figurative assumptions that the image implies or suggests. It involves emotional overtones, subjective interpretation, and ideological assumptions.

The expressive of language, however, comes from the other types of word meaning connotation, or the association that a word usually brings to mind. For example in this utterance, "*There is no place like home*", word *home* has a meaning as a place of security, comfort, and family.

### **2. Figurative Language**

A literary work has a close relationship to an aesthetic function since it helps create and support writer's goal to be reached in their work. Style, figurative language especially, is one way taken by writer's to reach their goal.

The facts that figurative language has particular meaning and there are a lot of different types of figurative language used to form it, make readers hard and unconfidently interpret its meaning. Thus, in order to reveal the literal meaning of a sentence containing figurative language, it is better to point the meaning of words which form the figurative language first.

According to Perrine (1969:65) "*figurative language language using figures of speech is language that cannot taken literally*". It means that figurative language is a rhetorical device that achieves a special effect by using words in distinctive ways. Although there are many kinds of figurative languages, here the writer will focus on three kinds of figurative language, metaphor, symbols, and personification.

Reaske states in his book *How to Analyze Drama* that figurative language is "*a particular way of saying something using of literary way* (1966:59)". And Harmsworth says in *Dictionary of Literary Term*, "*figurative language is an intensive derivation of the common word order, structure, or meaning, which functions to strengthen and fresher the*

*expression, to give greater effect, to build analogy, or to find and image resemblance for unlikening objects* (1972:46). Based on the definitions, it can be concluded that figurative language that makes use of expressions to connote something other than in common usage. There are different kinds of figurative languages, such as, symbol, personification, metaphor, etc. In this study, the writer will give explanation about symbol and personification.

### **a. Symbols**

Perrine's expression in *Literature: Structure and Sense* (seventh edition) he says that "*a symbol may be defined as something that means more than what it is*" (1974:628). Human's life has been familiar with symbols that they create and live among them. They use particular symbols to represent their ideas such as places, tools, etc.

On the other hand, a symbol is something which is itself and gets stands for or suggests or means something. In literary sense, a symbol is a trope which combines a literal and sensuous with an abstract or suggestive aspect.

Sometimes poets are much more specific in identifying their symbols. Sometimes they do not identify them at all. The symbol is the richest and at the same times the most difficult of poetical figures. Both its richness and its difficulty result from its imprecision.

For example in a poem *The Road Not Taken* by Robert Frost adapted from (Perrine, 1977:584) below:

*Two roads diverged in a yellow wood,  
And sorry I could not travel both*

*The Road Not Taken* written by Robert Frost concerns a choice made between two roads by person out walking in the woods. His choice of a road as a symbol for any choice in life between alternatives that appear almost equally attractive but will result through the years in a large difference in the kind of experience one knows.

### **b. Personification**

Personification is one of the figurative languages in which human characteristic attributed to an abstract quality, animal, or inanimate object. In this case, they are regarded as human or personal, or personified. It is used for cleaning up the description of event and situation which want to be extended by a poet.

According to Perrine (1960:67), "*personification consists in giving the attributes of a human being to an animal, an object, or an idea*". It means that it is representing an inanimate object, animal, or abstraction with human qualities and characteristics, as though it was a person.

To see the example for personification, the writer put on *Morning Song* by Sylvia Plath.

*Flickers among the flat pink roses. I woke to listen:  
A for sea moves in my ear*

In that poem, the poet explained the sea that has a human being, like moves or change to

another place. It makes the sea equally lively, and can move like a human.

### 3. Imagery

Imagery are words and phrases that appeal to the sense. When writing poetry, poets use images to share experiences with their readers. According to Perrine “*imagery may be defined as the representation through language of sense experience*” (1974:552). In a poem, imagery has several functions, (1) to give image, (2) to give special situation or effect, (3) to make the images become real and live in reader’s mind, (4) to attract reader’s attention. By understanding imagery, we can imagine more about the real situation that appears in it.

Based on the functions above, we may conclude that imagery is one of the important aspects in a poem. There are different kinds of imagery such as, visual imagery, auditory imagery, olfactory imagery, kinesthetic imagery, tactile imagery, gustatory imagery, and organic imagery.

#### a). Sight (visual imagery)

Visual imagery is an image that involves what the eye sees. For example in Thomas Hardy’s poem, *The Man He Killed* stanza 2 line 4-7 it can be seen the example of visual imagery.

*But ranged as infantry,  
And staring face to face,  
I shot at him as he at me  
And killed him in his place*

In this line contains some image, some appeal to the senses: but ranged as infantry, and staring face to face, I shot at him as he at me, and killed him in his place, all of them appeal to our sense of sight.

#### b). Touch (tactile imagery)

Tactile imagery is an image that can be felt by skin to feel the hardness, softness, cold, warm, etc. For example, like in *The Old Vicarage, Grantchester* by Rupert Brooke’s poem (Burton, 1974:99) below:

*Is dawn a secret shy and cold  
Anelyomene, silver-gold?*

The first line asks the readers to imagine the cold touch on their skin, and feel it as



truly happens to them, and imagine that effect to the touch.

**c). Sound (auditory imagery)**

Auditory imagery is an image that appears from the sense of hearing. As it is shown in this poem:

*River, smell, and hear the breeze  
Sobbing in the little trees*

It means that it offers the readers the sound of breeze or wind. In these lines the wind is not sound as usual. The wind is not trees but it is sobbing. The sobbing breeze can be heard through the little trees adopted from Burton, 1977:99

**d). Taste (gustatory imagery)**

Gustatory imagery is an image that appears from the sense of the taste. The example of gustatory imagery can be found in the last line of *The Old Vicarage*.

*Stands the church clock at ten to three?  
And is there honey for tea?*

The word honey makes our tongues feel the sweet taste of honey and how nice it is when it is served for tea.

**e). Smell (olfactory imagery)**

Olfactory imagery is an image that appears from the sense of the smell. The olfactory image invites the reader to smell the flower. As we know, flower has a special scent. It can be shown in *Lines Written in Early Spring* by William Wordsworth (line 10).

*And 'tis my faith that every flower  
Enjoy the air it breathes.*

**f). Internal sensation (organic imagery)**

Organic imagery is an image that appears from thought of consideration. It relates with senses inside of the body, such as hungry, thirsty, tired, sad, pain, etc. For example in this poem, a poem by John Donne and the title *The Triple Fool* (line 8-9).

*I thought if I could draw my pains  
Through rhyme's vexations, I should them allay.*

That line introduces the internal sensation or organic sensation through the word *pain*. By using this word, the readers will get the picture the sensation of pain, and then image how it is like, and finally they can also feel the pain sensation itself.

**g). Movement (kinesthetic imagery)**

Kinesthetic imagery is an image that appears from the movement. This example below is taken from *A Bird Come Down The Walk* by Emily Dickinson (line 9-12).

*He glanced with rapid eyes  
That hurried all around;  
They looked like frightened beads, I thought.  
He stirred his velvet head*

This line expresses the movement of the birds. It is showed by the motion of the birds, he aware that there is someone who looking at him and he feel strange with the conditions.

## **B. The extrinsic elements**

### **1. The Romantic Period**

The term “*romanticism*” has been used to refer to certain artist, poets, and writers as well as political, philosophical, and social thinkers of the late eighteen and early to mid nineteenth centuries. In literature, romanticism found recurrent themes in the evocation or criticism of the past, the cult of “*sensibility*” with is emphasize on women and children, the heroic isolation, of the artist or narrator, and respect for a new, wilder, untrammelled and pure nature.

The Romantic period was a period of great change and emancipation. While the Classical era had strict laws of balance and restraint, the Romantic period moved away from that by allowing artistic freedom, experimentation, and creativity.

Romanticism emphasized the individual, the subjective, the irrational, the imaginative, the personal, the spontaneous, the emotional, the visionary, and the transcendental. Among its attitudes were a deepened appreciation of the beauties of nature; a general excitement of emotion over reason and of the senses over intellect; a turning in upon the self and a heightened examination of human personality. As Inglis and Spear in the *Adventures On English Literature* says that “*Romanticism is associated with vitality, powerful emotions, limitless and dreamlike ideas. Classicism, by contrast, is associated with order, common sense, and controlled reason*” (1958:348).

Romantic poems marked the way for allowances for free thinking to increase in age where reserved and conservative social, political, and the industrial. In this period, William Wordsworth and Samuel Taylor Coleridge, whose co-authored book *Lyrical Ballads* (1798) sought to reject Augustan poetry in favor of more direct speech derived from folk tradition. Besides Wordsworth and Coleridge, there are many poets who were exist, William Blake (1757-1827), Robert Southey (1774-1843), Percy Bysshe Shelley (1792-1822), John Keats (1795-1821) and Walter Scott (1771-1832).

### **2. The Characteristics of The Romantic Period**

In Romantic Literature, there is a tendency to represent life as it is not, that is unrealistic, as a product of the imagination rather than that of reason. Some of the aspects of English Romanticism are taken from Harun Wiyono in *an Introduction to English Literature vol.1* (1976:61). Here as the following:

#### **a. Faith in the imagination**

Feeling and intuition are given a more important part in our life. Rules give way to freedom in writing. The heroic couplet abandoned in favor of new unrestrained forms in poetry. The Romantics tended to define and to present the imagination as our ultimate “*shaping*” or creative power, the approximate human equivalent of the creative powers of nature or even deity. This period is completely good with the production of much poetry. Many poets express their feeling situation according what they get by their senses.

One power possessed by the Romantic, a power distinct and superior to reason, was imagination. Imagination might apprehend immediate reality and create in accordance with it. The Romantics did not merely say that there were irrational ways of intuiting reality. They rejected materialism and utilitarianism as types of personal behavior and as philosophies.

#### **b. Faith in the individual**

Faith in the individual is one of the characteristic in the romantic period. In this period every people is more interesting to his individual feelings and ideals, thought, etc. This is in contrast with the conformity of the past. Like many of poets are written in their poems in the first person with the word “*I*”. It means that the writer is as a narrator where the speaker is the main character.

#### **c. Interest in the past**

Medieval or gothic romances became popular again. Stories from the past with their mysterious settings were taken up again with renewed interest. History and legend were blended as in the stories of Walter Scott.

#### **d. Interest in nature and the common man**

This is revealed in the poetry of the romanticists like Wordsworth, Coleridge, etc. The word nature meant many things to the Romantics. It was often presented as itself if a work of art, constructed by a divine imagination, in illustrative language. While particular perspectives with regard to nature varied considerably, nature as a healing power, nature as a source of subject and image, nature as a refuge from the artificial from the artificial construct of civilization, including artificial language.

In the Romantic Period, there were two great moments, Revolution Industry and French Industry. Both of the events were give big effect for the common people. Because of those moments gave inspirations to the poets, so that why many poets wrote poems which described about that situation. One of the Romantic poets is William Blake. Based on Harun Wiyono expression that “*William Blake was interest in the hard lot of the common people*” (1976:64). He also made many poems that reflected the condition of life in England society such as *The Chimney Sweeper*, *The Garden of Love*, etc. he much told about suffering, peacefulness, uprising, desire to human freedom and he also often critiqued the social condition of England society. He was interest in the hard lot of the common man.

The Romantic Age 1800-1837 was expressed almost entirely in poetry. The romantic periods can be associated with vitality, powerful emotion, limitless, and dreamlike ideas. As a historical period in English literature, the Period of Romanticism extends roughly from 1798, when Wordsworth and Coleridge published their Lyrical Ballads. According to Inglis and Spear in *Adventures in English Literature*, “*many of the poets of that time shared there are special qualities of romanticism*” (1958), including:

#### **a. A strong sense of the beauty of the world around them**

The romantic poets such as Wordsworth, Coleridge and Southey worship in natural beauty. They called as Lake Poets because of them lived in close to nature among the lakes

and mountains of northern England. Like Wordsworth, he observed natural scenes closely, mediated on them deeply, and from his earliest boyhood drew from nature a sense of exaltation that was almost religious.

**b. A deep sympathy with obscure, humble, underprivileged people**

Wordsworth believed that the real feelings of the heart flourished best in a “humble and rustic life”. Wordsworth felt that men were at their best when living a simple life close to nature. He believed the growing belief in democracy, a faith in the common man who plows the fields, who watches the changing seasons, who may be buried obscurely in a country churchyard. Like a flower, a little child, an old shepherd could give Wordsworth thoughts “too deep for tears”.

**c. A vivid imagination capable of constructing fantastic dream worlds**

Coleridge also wrote poems about nature and simply country living, but he has a special interest lay in the mysterious world of imagination. When he and Wordsworth published *Lyrical Ballads*, they divided their part. Wordsworth took subjects from ordinary life and made them seem unusually beautiful, full of an important wonder. And Coleridge took wondrous or supernatural happenings and made them actual.

**3. The characteristic of young and old people**

Human or person can be interpreted according to biological, spiritual, and cultural terms, or in mixtures. The most important human categorization is based on gender. Naturally, the sex of a newborn of a child are whether male or female.

Another classification is based on age, ranging from fetuses, infants, teens, puberty, boys/girls, adult, and old. In this discussion, the topics that will be discussed are related to physical and mental differences between the young and elderly people. The writer will give explanation firstly for the physical and mental of the young people. According to Verner and Booth in *Adult Education* (1960:19) states that, “*there are some factors that influence the people in build their personal characteristic. These factors included among personal characteristics are such things as physical changes, learning ability, motivation, attitudes and interest.*”

Physically, well women and men are different. The young and old are also different. In general, the young people have the body outlooks which are well-built and strong. It is because the young people have a strong bone structure, yet fragile, because of their age still in youth. They have the tight facial skin and most of them had beautiful hair. The vision of the young people is so well, therefore normally any small value that the young people are wearing glasses.

For the young men, they prefer to maintain the shape of arms and stomach by doing exercise such as, swimming, fitness, or jogging. Another important thing that the young men also concerned is the growth of Adam’s apple, beard and mustache; because it is indicating they are adults. Whereas most of the young women had interested to keep their performance, starts from their face, begin to dress up to look beautiful, keep the body shape also with some exercise and they usually keep their hair so long.

Based on mental conditions, the young people have character that strictly contrasted with the old people. There are some specific characteristic of the young people, usually the young people are full of joy, active, idealistic, excited, confidence, brave, creative, independent, imaginative, etc. As Verner and Booth (1960:25) states that “*the*

*younger tend to be more interested (i.e., more active) in pursuits involving physical effort (such as sports) or adventure (such as mountain climbing).*

The environment is important in building the character of the young people. At this stage, the young starts comparing him/her self with playmates. Such circumstances encourage the young to be as better as possible so that pride of one self is achieved. This is the time when transition from ascribed to achieved status starts to take place.

After talking about the characteristic of the young men, the writer will give explanation about the physical and mental condition of the old people. Aging is a series of biological changes that follow a natural progression from birth through maturity to old age and death. For most people, advancing age is characterized by graying or thinning hair, loss of height, wrinkling of the skin, diminished eyesight, difficult in walking, incomplete teeth, lessened hearing, reduced ability to think clearly, difficulty recalling memories, decreased muscular strength, etc. ([www.wikipedia.com/old people](http://www.wikipedia.com/old people))

In the old age, both physical and psychological capabilities are rapidly decreasing, and tend to continuously decrease. There are some specific characteristic of the old people, usually they have high orientation of some tasks or we can conclude here as the responsibility. They have fully appreciated of the people who can concern with their tasks, and they do not incline of their feelings themselves or for their personal interests. They take responsibility for their moods, attitude, thoughts, feelings, actions and words. They are the first to admit when they've made a mistake.

The old people also want to look at their goals very clearly, it is supposed to see what is appropriate or not, as well as it work and organized. They have the best way on controlling personal feelings, because they have much experience, so that they can be wise and calm in dealing with something. In addition the old people tend to be objective, which is mean they see things as they are, so when they make a decision it can be easily acceptable to others.